

## Affording Vietnamese EFL Students' Critical Thinking in Video-Translation Tasks

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### Abstract

Critical thinking plays a vital role in human life and is one of the core aims of educational systems worldwide. Thus, the present study explored strategies for providing opportunities for students to utilize and sharpen their critical thinking as much as possible while taking a translation course. To its end, the present study was guided by the significant question: How much do students' necessary thinking skills appear to evolve over a translation course? Participants were 39 students of English as a foreign language (EFL) registering in a regular translation course. The present study applied reflective essays written individually as post-class assignments once per two weeks, and thus five reflections each participant had to write over the 10-week translation course attached with video-translation tasks. For measuring improvement in critical thinking manifested by participants over the course, the quantitative discrepancy between the first reflection as an outset point and the fifth reflection as the end point of the intervention course was computed. Obtained results are positive regarding students' critical thinking manifested in wide discrepancies and linguistic acquisition laid out in creative English uses. Thereby, pedagogical implications and further research on relevant issues are addressed.

*Keywords:* action plan, critical thinking, EFL, L2, reflection, translanguaging, translation task

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## Introduction

In second language (L2) education and EFL instruction particularly, the existing literature has documented research involving different instructional tasks to deliberately support learners' critical thinking (CT) development along with target language acquisition. For instance, literary texts were used to boost CT for first-year EFL students in Algeria (Ouhiba, 2022), the project-based approach was applied to stimulate EFL majors' creative, critical thinking, and interactional skills (Sakae, 2022), English listening and speaking were practiced to enhance CT (Yang et al., 2013), in-class debates (Fahmeeda, 2020; Majidi, Janssen, & Graaff, 2021), and English writing skills (Behdani & Rashtchi, 2019; Qin & Karabacak, 2010) were also deployed to foster this type of thinking for argumentation, while Gunawardena, Sooriampola, and Walisundara (2017) used textbook reading activities to raise EFL learners' thinking skills. These pertinent studies confirmed the positive outcomes in enhancing learners' CT and called for further research in the field. However, as far as the researcher of the present study observed, no previous investigation has so far incorporated translation tasks expressly to facilitate EFL students' CT. The absence of video-added translation tasks utilized for promoting the concerned skill adds validity to the present study because no single pedagogical approach or technique is deemed to equally and ideally fit all sorts of language learner individual differences associated with standard variables of individual needs, interests, desires, beliefs, and educational backgrounds in all socio-cultural learning settings/environments (Dörnyei, 2005; Kovač, Cameron, & Høigaard, 2016; Olsen, Spieler, & Kovač, 2018; Treffers-Daller et al., 2020). Therefore, in general terms, it is necessary that teachers and classroom practitioners, as part of their continual professional growth in expertise, should knowingly reflect on and try out alternative instructional techniques compatibly functioning in specific situations to potentially benefit learners at best, especially when it comes to the constant demand of bilingualism in actual use typically found in such contexts as in the EFL translation task classroom for both didactics and social interactions. As Grojean (2022) pointed out that "many different factors are involved such as language proficiency, language dominance, the context and the people present, the type of stimuli being produced or perceived, as well as the experimental task bilinguals, are asked to do" (p.117). In the same line, considering today's diversity in the classroom, Yolcu (2023) contended that "teachers are instructed to be reflective about their teaching practices so that they could be adaptive to the new conditions such as the increased diversity in classrooms" (p.33).

With that action-promoting perspective in mind, the present researcher attempted to deliberately bring CT into a translation course with the purpose of both enhancing learners' language skills and CT internalization. To that end, the present study has been designed to seek the answer to the guiding research question: "*How much do students' critical thinking skills appear to evolve over a translation course?*" The pertinent answer obtained is deemed meaningful because it will substantiate the validity of the teaching approach applied by the present study in creating a viable alternative for language teachers to consider and utilize in dynamic, appropriate, and effective response to a variety of learners, subject matters, and learning environments/conditions at hand from the perspective of today's globally rapid changing world, which likely from time to time poses unprecedented challenges demanding CT skills to make sound decisions and take comprehensive subsequent courses of action.

The next section will present the literature review, followed by the method used in the present study. Then, the results are reported and discussions are addressed. The conclusion will end the main text of this paper together with the relevant reference list.

## Literature Review

Given its substantive role in education, a unanimous definition of critical thinking among researchers, educators, and teachers/practitioners is essential so that teachers would incorporate it knowingly, frequently, and explicitly in their classroom practice in one way or another to fit the bill of educational demands. In this regard, Harland relays that:

A shared understanding is important...because each lecturer will need to know, within their subject specialism, the characteristics, values, skills, and dispositions of a critical thinker, how to build it into teaching, curricula, and assessment, and then actively encourage these dispositions in students. (Harland, 2020, p.112)

Yet, different definitions for CT have been documented in the literature (Ennis, 1993; Gamble Blakey, Golding, & Wilkinson, 2022; Facoine, 1990, 2020; Harland, 2020; Sternberg, 1986; Sumarni & Kadarwati, 2020; and more others). For instance, cognitively and pragmatically, Sternberg (1986) defined this skill as a set of “the mental processes, strategies, and representations people use to solve problems, make decisions, and learn new concepts” (p.3). In other words, it is a dynamic mental tool involved in the reasoning process for subsequent decisions and actions of problem-solving or/and taking up given concepts. Meanwhile, an expert consensus on CT synthesized by Facoine (1990) anchored the process of “being purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference” (p.2). Ennis (1993) provided a shorter but supplementary definition in terms of the quality (reasonable) of this process and perceptual purpose (what to believe): “reasonable reflective thinking focused on deciding what to believe or do” (p.180). A more detailed definition was formed by Bassham et al. (2011) as follows:

More precisely, critical thinking is the general term given to a wide range of cognitive skills and intellectual dispositions needed to effectively identify, analyze, and evaluate arguments and truth claims; to discover and overcome personal preconceptions and biases; to formulate and present convincing reasons in support of conclusions; and to make reasonable, intelligent decisions about what to believe and what to do. (p.1)

Meanwhile, Sumarni and Kadarwati (2020) argued that:

Critical thinking involves analysis and evaluation rather than merely accepting ideas or information. It includes an understanding of relationships, similarities, and differences; locating patterns; classifying; understanding cause/effect; observing trends and big ideas; predicting results; considering various perspectives; providing judgments, and asking questions and reasons. (p.12)

Given such varied definitions, the current conceptual position of CT renders different meanings to different people, containing mental processes in use. With an informed notion based on the pertinent literature that a desired endpoint on CT definition is somehow still far to reach (Gamble Blakey et al., 2022; Harland, 2020) partly due to the radically digitalizing globe with novelties in many areas of life, the present study did not attempt to address a full range of CT dispositions critically; instead, it tentatively limited itself to four categories of heuristic/cognitive manifestations or acts when students got engaged in performing academic tasks for learning and internalization regulated by the researcher. These four CT act categories are:

(1) analysis-interpretation: to attentionally look into, scrutinize by analyzing, discriminating, synthesizing, classifying, and evaluate given input (e.g., arguments, claims, statements, sayings, situations, incidents, and other information-containing objects/data alike serving as initially necessary stimuli to trigger a reasoning/thinking process) for its meaning,

nature, origin, characteristics, relevance, impact, validity, truth, or value, i.e., as such to obtain optimal understandings about given stimuli;

(2) detection-control: to point out and remove (or minimize as much as possible) personal preconceptions, prejudices, stereotypes, biases, or egocentric tendencies formed by self and others, that is to be critically objective by attentively controlling subjectively unjustified perspectives or misguidance while analyzing and assessing given stimuli; i.e., as such to produce sound evaluations/judgments on given stimuli;

(3) expressiveness-persuasiveness: to clearly and consistently defend one's well-supported case by providing sound reasons for conclusions on given stimuli, and these conclusions should warrant what to believe or do;

(4) constructiveness-instructiveness: ultimately to decide rationally and reasonably on creditably approachable beliefs and actions as a result of categorically processing given stimuli, i.e., what to believe or do.

These four CT-based categories of acts were applied in the present study. Although the four categories appear to be distinctively separated, it is unnecessary in such a manner or in that order for all authentic cases. Instead, very often, a mixed ploy of them reiteratively and alternatively with differing weight and magnitude commonly occur over the performance process, depending on given stimuli, specific situations, or task components, demands, and performance directions in learning settings, let alone individual personalities. For example, in an EFL literature class run by Ouhiba (2022), on such questions as "*What does the sea represent for Santiago (the protagonist)? - Do you approve his decision?*" (p.483), students need to apply first and dominantly category (1) for a thorough comprehension of the given literary text, then coherently followed by category (3) for expressing opinions, explanations, and logical conclusions. But, in a problem-solving project done by groups of three or so, the given task like "*Participants formed groups of three and chose a problem related to English language learning or teaching proposed by a group of students as being typical of problems they might encounter in English language teaching in Japan*" (Sakae, 2022, p.7) likely motivates students to tap into categories (3) and (4) more substantially than the other two categories (1) and (2) because to sufficiently accomplish the project together "They spent ample time discussing what problem they should choose and extrapolating possible solutions from multiple perspectives" (Sakae, 2022, p.12); that is, because of not automatically identifying the proper way to reach the desired goal, students must use one or more higher-order thinking processes of questioning, raising, investigating, comparing, critically evaluating alternatives, and finally deciding on a chosen solution to the problem targeted (Brookhart, 2010).

It then follows convincingly that there exists strong viability for college teachers to deploy course tasks with relevant learning contents/subject matters and materials serving as stimuli at hand oriented towards sharpening EFL students' thinking competencies and CT in particular as some exemplars displayed above. This is mainly because English language degree-training programs at the tertiary level are virtually always made up of a composite of language-skill courses (i.e., listening, speaking, reading, and writing) and other related ones such as English grammar, phonology, or translation. As seen above, CT boosters can constantly be present. At the same time, students fulfill course tasks involving multiple language skills within a single or integrated skill in one or several modes of communication (listening, speaking, reading, writing) for the target language in use and acquisition. A delineation will be presented in the following section.

## Methods

For its goal of exploring CT facilitation incorporated into translation course tasks, the present study was situated in a regular EFL translation course of the 2021-2022 academic year at a university in Southern Vietnam. The teacher-researcher took charge of this course. The course was attended by 39 third-year students majoring in EFL. All students (29 females and 10 males, aged 20 - 21) speak Vietnamese as their mother tongue (L1). The course lasted ten weeks of one 140-minute in-class period session per week, focussing on audio-visual spoken discourses in English and Vietnamese with a multi-component package of college lectures, speeches, conversations, television programs, and the like. In this course, students learned some fundamental translation theories delivered by the teacher-researcher and practiced translating several English discourses into Vietnamese and vice versa (that is, from Vietnamese as L1 into English as L2). Thus, both English and Vietnamese were instrumentally used over the session-by-session course progression of teaching and learning activities embedded, i.e., translanguaging was involved. All the coursework was temporally projected on a weekly sequence and made clear to students by the teacher-researcher during the first in-class session. Also, all teaching-learning content materials and activities, including assessment formats and grading schemes for learning outcome credits, for ten weeks' sessions scheduled in the course syllabus had been reviewed and officially approved beforehand by the Division Head of the School Faculty. The theme-based selected videos were obtained from the available website: [www.englishcentral.com/browse/videos](http://www.englishcentral.com/browse/videos)

For the data collected to serve the present study, students were required to individually write reflection papers as homework tasks based on English video discourses already viewed and translated into Vietnamese in the classtime. They were given the reflection prompts (1) What do you learn from the video? (2) How much do you trust the information/messages given in the video content? Express your points as far as possible in your English vocabulary (approximately 300 words long).

This homework task was done once every two weeks in the course timespan, amounting to five reflections in total for each student during the whole course. The same writing prompts were applied to all five reflections on five different videos provided by the researcher, respectively, as scheduled in the course syllabus. So, students wrote reflections at home, i.e., at their full disposal, but they had to submit completed reflections within the three following days by email address to the researcher for his subsequent work done in due course. He had to compile all these reflections, thoroughly read each and all reflections received, take notes, fully interpret, make comments, and highlight both excellent and should-be-improved points in terms of (a) form: English language used with focal remarks in spelling, vocabulary, syntactical, and stylistic aspects; (b) meaning: ideas/opinions expressed and organized regarding the given reflection prompts. The criterion for assessing the reflective ideas expressed by students was based on (1) *for reasoning*: ideas are organized logically and presented concisely and coherently; (2) *for clarity*: language style and word choice are highly effective and enhance meaning (Brookhart, 2010). Under that direction, the researcher synthesized all the notes, remarks, and comments as a form of feedback, which was clearly shown up to the whole class timely in the following classtime session. Related questions, responses, or further clarifications (if any) from students were encouraged during the feedback time. This type of constructive feedback is believed to benefit students at least in the sense that they can learn good and should-be-improved points from peers with the researcher's explanations and conducive guidance in detail, both about the English language in authentic use, i.e., mediating



L2 acquisition, and novel meaningful ideas expressed, i.e., facilitating logical thinking/reasoning capacity, including CT. Past studies have widely underscored the pivotal role of feedback in EFL education (Dehqan, Azizi, & Miri, 2022; Ghahari & Bahonar, 2016; Lahcen & Mahmoud, 2022; Limoudehi et al., 2020; Tasdemir & Arslan, 2018). Accordingly, Tasdemir and Arslan (2018) argued that “it is essential for students to understand their progress via the feedback provided by their teachers” (p.2).

In the present study, the in-class feedback run by the researcher also served as a confirmation of what students had written in the submitted reflection, i.e., the data validity for further analysis. In effect, during all five feedback in-class sessions following the five reflections respectively submitted, there was no disclaim or modification from the students on the reflections, which warrants the validity of the data for the present study. But within this study report, as presented below, only the first reflection (i.e. the course onset) and the final one (the end course) were brought into computation, serving the research-question goal to measure the possible discrepancy of CT growth manifested between two points (onset – end) after students were involved in the relevant intervention process.

This type of homework translation task (i.e., a post-translation assignment that involves English writing skills) has yet to be applied ever before at this university, although it appears to assist students' learning in various ways. In addition to those benefits during the feedback as addressed above, to complete assigned reflections students have to (i) recall or look back at given videos once or more, meaning that it drew their more attention to and engagement in the L2 input, and (ii) also necessarily recall automatically what already took place during the in-class session relating to the progression of L1 translation from L2 input, i.e., translanguaging/code-switching occurred (that is the process of two languages interplaying). Concerning CT, the two (i) and (ii) mostly fall well into categories (1) and (2) as being framed above and applied in the present study, thus boosting CT in some ways. Additionally, the outcomes of mentally working on (i) and (ii) would likely assist students in gaining a deeper L2 input acquisition related to form and meaning inherent, which motivates them to start a subsequent process of writing reflections. Then, in its turn, the writing reflection involves not only English writing skills but other thinking/reasoning ones, that is, CT-based act categories (3) and (4). This L1-L2 transcending approach is firmly backed up by past research reporting that translanguaging was supportively manipulated in the manifestation of L1 language input as reading and discussing while processing L2 language output as writing, which moved students to transcend and go beyond the two languages in a critical and creative process (Baker, 2011; Bolkvadze, 2023; Cenoz & Gorter, 2022; Garcia, 2009; Treffers-Daller et al., 2020; Wei, 2011; Yüzlü, & Dikilitaş, 2022a). As Yüzlü and Dikilitaş (2022b) observed that “Translanguaging can serve different purposes – making meaning, facilitating learning, promoting communicative abilities” (p.186) supported by the assumption that “the boundaries between languages are soft and fluent and that students should benefit from being multilingual by using resources from their whole linguistic repertoire” (Cenoz & Gorter, 2022, p.344). Likewise, Bolkvadze (2023) maintained that “translanguaging as an EFL method has the potential to become the most perfect method of modern times because along with narrow professional goals, it enhances the personal development of learners” (p.282). However, this approach is not highly valued by all EFL educators or teachers because “any form of using the native language in the lesson is immediately seen as a threat to the learning process, as a lack of foreign language communication” (ibid, p.272) and also “teaching second and additional languages practices have isolated the target language to avoid the influence of previously acquired

languages” (Cenoz & Gorter, 2022, p.343). Accordingly, it is reasonable to downside limitations perceived in translanguaging, especially in EFL translation classes, when it comes to the essential presence of L1 both as a working device in processing L2 input and as end products in equivalent translated output. Put another way, both L1 and L2 in translation classes are equally needed by nature; otherwise, lesson objectives are out of reach.

For ethical concerns, the researcher had obtained the students' consent about using the first and final reflections as data for the present study before the data analysis. Also, the students were informed by the researcher about the purpose of the study, which would not entail any impact on their course grades, and that the study report would conform to anonymity, i.e., no personal information would be possibly identified at any point in the report.

Concerning consistency and reliability, two other experienced EFL teacher colleagues were invited to review and double-check all the first and final reflections submitted and analytic computations related after they had received the researcher's briefings about the purpose of the data analysis. Following the two colleagues' comments and suggestions, some modifications were made to the computational process to reach an absolute interrater consistency. The following section will discuss the results obtained from data analysis in detail.

## Results

The two following tables present manifesters contingently underpinned by CT involved in the pre-, while-, and post-process of writing reflections performed by students. To capture a supposed CT growth, the discrepancy is quantitatively measured by comparing CT manifesters between the first reflections and the final ones concerning the four CT act categories as framed to be applied in the present study.

Table 1. *First and final reflections in quantitative comparison on categories (1) and (2)*

Categories	Manifesters/Subcategories	First reflections (N=39)		Final reflections (N=39)		Discrepancy
(1) Attention – Interpretation	(1.1) Providing a summary of what is seen and heard in the video	39	100%	39	100%	0%
	(1.2) Paraphrasing by using different vocabulary and sentential patterns rather than repeating those found in the video	10	25.64	35	89.74	64.10%
	(1.3) Referencing, providing other more related information/facts	0	0	20	51.28	51.28%
(2) Detection – Control	(2.1) Recognizing self' misconceptions	0	0	30	76.92	76.92%
	(2.2) Paying particular attention to stopping/preventing something	0	0	25	64.10	64.10%
	(2.3) Linking self's past errors	0	0	27	69.23	69.23%

Table one shows that all 39 students (100%) took their time completing and submitting the first and final reflections. However, the empirical examinations reveal that most first reflections contain more words/quotations found in the given video input than the final ones, which thus results in 64% of the subcategory (1.2) discrepancy. The following are typical examples:

Example 1 for providing a summary of the first reflection with quotations from the given input in italics:

The video is about a cute little girl talking about her father. The little girl said that Dad was there when she needed him and taught her a lot of things; most importantly, he was

amusing. She said, “*I know Dad has an important job. Dad tries to make changes to make people feel in love with wildlife. Dad set up a hospital to help animals and bought a lot of lands to give the animals a safe place to live. He was with me, my brother, and my mother.*”

The little girl said Dad was a wonderful man, and she wanted to be like her father.

Example 2 for providing a summary of the final reflection:

The video is all about Jack Ma, known as China business manager and investor. He is standing on the stage and speaking about what he learns from the people surrounding him. He started as a typical student who always tried to pursue tertiary education, but he failed countless times. He wondered “*why people should have the opportunity to reach their goals.*” Jack Ma supposed that instead of being accepted by others, people needed to get used to failures.

Similarly, over 50% of discrepancies in CT manifestation of subcategories (1.3), (2.1), (2.2), and (2.3) from the first reflections to the final ones are documented. Examples are provided as follows.

Example 3 for referencing other related information/facts, using creative English language (i.e., not repeating those found in the L2 input):

The main content of the video is about "learning from mistakes". In the video, we can recognize that the man giving the speech is Jack Ma, who is a Chinese business magnate, investor, philanthropist, co-founder, and former executive chairman of Alibaba Group, a multinational technology conglomerate. He is standing on the platform of the university hall and talks to many students about the ways that helped him succeed in his life.

Example 4 for recognizing self's misconceptions and errors about their meaningful impacts on the road to success:

For me, Jack Ma has always been a genius and always succeeded. What he did to an average person like me would never be able to do. But after watching his speech, I realized he was just a normal person like me. An ordinary person perseveres through difficulties, accepts, and learns from his mistakes optimistically. He starts with small things for his goals. This changed my mind because I always thought that I was just an ordinary person and would never have the great success that everyone recognized. I also wanted to be successful, but I did not want to get into trouble or make mistakes. When in this situation, I always ran away, complained, and then gave it up. That's why I have always been stuck in my circle without getting out and not learning any lessons to succeed. His words inspire me many things that I would love to do now.

Table two shows the results obtained on the categories (3) and (4):

Table 2. *First and final reflections in quantitative comparison on categories (3) and (4)*

Categories	Manifesters/Subcategories	First reflections (N=39)		Final reflections (N=39)		Discrepancy
<b>(3)</b> <b>Expressiveness - Persuasiveness</b>	(3.1) Releasing reasons to trust the information and message given in the video	0	0	24	61.53	61.53%
	(3.2) Drawing new lessons for self and/or others	32	82.05	34	87.17	5.17%
<b>(4)</b> <b>Constructiveness – Instructiveness</b>	(4.1) Offering advice and suggestions to others	0	0	29	74.35	74.35%
	(4.2) Making action plans for self	0	0	39	100%	100%



Table two highlights the subcategory *making action plans for self* scores 100% in discrepancy from the first to final reflections. This suggests that all involved students now well know what they should do (which they all took for granted before, which displayed in the first reflection 0%) drawing on the inspiring message contingently embedded in the video. The following are typical examples from the final reflections. Example 3 (a, b, c, d, e) for a mixture of lessons learned, suggestions for others, and self-action plans communicated in multiple creative English use by students involved in the present study:

(a) For me, success or failure is one of the challenges of each person and even myself. There is no success without its failures, I have often failed in learning foreign languages; sometimes, I get discouraged in my studies. I will try my best to make my dream come true, not letting failure prevent me, but I will try to rise to the subsequent success.

(b) "Don't give up yet. Failure teaches success." This quote is what I learned after watching the video above. The lesson here is not only about your failure but also about your efforts to constantly think, always know how to improve yourself, rise to difficulties, and overcome challenges. We need to know how to stand up and overcome our failures and take failure as a springboard to success because "Success does not come naturally; success is from failures that go up."

(c) I will not stop trying because I know that on the path I choose, there will be many difficulties. I will not be discouraged but will try my best, determined to achieve all the goals I set in my learning for the upcoming years. A quote by Jack Ma that I feel very fond of is: "If you don't give up, you still have a chance."

(d) The video provides a profound and meaningful lesson to everybody. Thereby, I learned a valuable lesson that Jack Ma wanted to convey failures are the second teacher to lead us to success, and when I make mistakes, I will always be open to accepting them with ease of mind. Never give up halfway when facing difficulties and always strive to achieve good results in my studies as well as in my later life.

(e) Through the video above, I learned that everyone has a unique path to success; if they don't give up, own their errors and know how to correct them, they will have a good day. The idea "successful individuals always have their way" is a good reminder that no one in the world is perfect and I'm not. I will never give up due to challenges. Opportunities are constantly present, but you can only be successful when you know how to take advantage of them. Another method of self-improvement is to converse with intelligent individuals. They will demonstrate how they approach a problem and how they come up with a solution.

## Discussion

The present study attempted to apply a visual input-driven reflection model in a translation class as a homework assignment for EFL students. They had never done any similar assignment before. In typical terms, EFL translation classes very often end with completing the rendering of given source-language texts/input into equivalent target-language ones. But, the present extended post-translation assignments by incorporating writing skills. Given assignments primarily aimed to provide the involved students the opportunity to utilize and enhance their critical thinking skills by self-reflecting critically on what they learned from the given L2 input and manifesting it in written English.

As reported in the table one and two above, the fact that students now realize confidently what is essential to do and how to deal with unforeseen roadblocks does manifest that their *critical*

*thinking* took place into fully conscious operation, and self-regulation was applied while critically reflecting on past personal relevances and making logical inferences, which indicates their self-confidence has beneficially increased to face failures. They learned that failure could probably occur but promisingly as a sign of upcoming success as long as they persistently keep on trying rather than give up all. These original ideas produced by students show that they could think and reason with given facts and concepts in some way, transferring and transforming what they learned, and their understanding grew. This, therefore, transparently confirms past research results regarding the great possibility of creating course task-based opportunities in various ways by teachers for EFL students to deploy and improve CT, including self-regulation (Dörnyei, 2005; Gunawardena et al., 2017; Fahmeeda, 2020; Majidi et al., 2021; Ouhiba, 2022; Qin & Karabacak, 2010; Sakae, 2022; Sumarni & Kadarwati, 2020; Yang et al., 2013; and others). Furthermore, given the utility of translanguaging necessitated in this coursework operation (i.e., translating spoken English video input into Vietnamese equivalent output, followed by producing reflections in written English form), the present study also agreed with previous research on the helpful involvement of translanguaging because students highly likely employ a full range of language skill repertoire and knowledge of cultural frames from both L2 and L1 experience in performing tasks given (Baker 2011; Cenoz & Gorter, 2022; Garcia, 2009; Treffers-Daller et al., 2020; Wei, 2011; Yüzlü & Dikilitaş, 2022a), especially when the ability to decently transcend between the two working languages at hand is primed in bilingual communication and EFL translation courses like one in the present study. As Cenoz and Gorter (2022) endorsed that “There is not a single way to implement pedagogical translanguaging, but in all cases, the aim is to promote the activation of the learners' multilingual repertoire in a way that is pedagogically planned” (p.351).

In addition to facilitating CT mobility and growth as an acting variable in processing and assessing L2 input given for understanding, and accepting/rejecting arguments and underpinned messages as a result of the process in operation, the present study also evidences that there are at least two more gains for students involved. First, they are inspired and energized by meaningful exemplars, and then confidently self-repair and self-regulate to take charge of their learning by advancing to make plans for the next steps in their ways knowingly. Therefore, it proves that “thinking is much more than memorizing” (Brookhart, 2010, p.12) and is highly applicable in the EFL classroom. Secondly, their English writing skill appears to improve over the process of thoughtfully, devotedly, and creatively laying out what they have internalized in written L2 form, that is their sense of control over ideas to express in English is increased. Thus, as long as students are sufficiently instructed, consciously committed, and fully attended to their tasks, the outcomes are robustly rewarding, which pedagogically implies the viability of boosting students' CTS in diverse approaches, and the present study is one alternative among them, thus expanding a more comprehensive range of potential choices for EFL teachers.

Also, the fact that 100% of students made dispositions in L2 with the increasing use of their English vocabulary, as seen in the subcategory (1.2), instead of repeating those words from the given input for communicating their ideas, does imply that the students dedicated more conscious efforts and engagement in L2 learning. Moreover, their *willingness to communicate in L2*, which is one of the crucial background variables for language acquisition (Chaisiri, 2023; Dörnyei, 2005; Ghahari & Bahonar, 2016), is represented in the subcategories: (1.3) offering other relevant information/facts; (2.1), (2.2), (2.3) reflecting on their past profiles and articulating their inner worlds; and even (3.2), (4.1), (4.2) looking forward for improvements. These are empirical signs of learning and internalization in both L2 and CT, signifying that both “input and output be

meaningful and communicatively oriented" (Dehqan et al., 2022) are adequately provided in the present study.

### Conclusion

Post-translation homework tasks applied in the present study appear to have worked correctly in effectively boosting EFL students' CT upon the teacher's guidance and feedback to video translation-based written reflections by students involved over a regular translation course. Tangible impacts are (i) CT growth manifested in generating far more relevant ideas on examining L2 input given critically, (ii) self-regulation activated via confidently self-projecting action plans in the spirit of accepting possible disadvantageous conditions as part of life on the road to accomplishment or success; (iii) English language acquisition displayed by tapping into English writing skill to voice self-insights meaningfully and creatively upon connecting past, present, and future envisions. Thus, the present study openly encourages further empirical investigations within the EFL field and beyond for the actual sake of providing students ample opportunity to drive up CT and grow in their learning. Undoubtedly, research directions should be adequately tied to specific learning situations and targeted goals to warrant optimal outcomes. Future studies may also examine the factor of translanguaging in effect by measuring its impact magnitude on students' CT growth in comparison with those course tasks with little or no translation acts involved.

### About the author

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